2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal Mrs. Laura Hewitt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School :Name Hyman Brand Hebrew Academy
(As it should appear in the official records)

School Mailing Address 5801 W. 115th Street
(If address is P.O. Box, also include street address)

Overland Park Kansas 66211-1800
City State Zip Code+4 (9 digits total)

County Johnson School Code Number* NA

Telephone (913)327-8150 Fax (913) 327-8180

Website/URL www.hbha.edu E-mail lhewitt@hbha.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Adam Holden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name NA Tel. (_____)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____ (Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Ulhmann

Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other

   _____ TOTAL

2. District per Pupil Expenditure: _____

   Average State per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 6_____ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K	16	14	**30**		**8**			
1	11	12	**23**		**9**			
2	11	9	**20**		**10**			
3	12	12	**24**		**11**			
4	8	6	**14**		**12**			
5	13	10	**23**		**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						134

6. Racial/ethnic composition of the students in the school:

95 % White
2 % Black or African American
2 % Hispanic or Latino
1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: .07 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	**0**
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	**1**
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	**1**
(4)	Total number of students in the school as of October 1 (same as in #5 above)	**134**
(5)	Subtotal in row (3) divided by total in row (4)	**.007**
(6)	Amount in row (5) multiplied by 100	**.7%**

8. Limited English Proficient students in the school: **3** %
5 Total Number Limited English Proficient
Number of languages represented: **3**
Specify languages: Russian, Hebrew, English

9. Students eligible for free/reduced-priced meals: **11** %

Total number students who qualify: **16**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **3** %
6 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2 Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	**3** Specific Learning Disability
____Hearing Impairment	**1** Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	**3**	_____
Classroom teachers	**13**	_____
Special resource teachers/specialists	**7**	_____
Paraprofessionals	_____	_____
Support staff	_____	_____
Total number	**23**	_____

12. Average school student-"classroom teacher" ratio: **1:11**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**
Daily student attendance	96%	97%	98%	98%	97%
Daily teacher attendance	97%	96%	96%	97%	96%
Teacher turnover rate	14%	14%	7%	7%	7%

Part III-Summary

Snapshot of Hyman Brand Hebrew Academy

The Hyman Brand Hebrew Academy is an independent, co-educational Jewish day school that includes elementary, middle, and upper schools of education. The Academy is open to students of all Jewish denominations, and we provide an environment in which the diverse backgrounds and religious beliefs of all our students are respected. Our school's mission is to maximize the personal, intellectual, and spiritual development of each student by providing exceptional general and Judaic instruction in a nurturing Jewish environment. Our goal is to prepare students to be life-long learners and to contribute to the Jewish community and the larger society. In meeting this mission, our elementary division, which includes kindergarten through fifth grade, provides a rigorous yet nurturing environment that prepares students for meeting the challenges they will face as they mature. The experiences our students gain in the classroom assist them in becoming well-rounded, socially committed, and knowledgeable adolescents.

Our elementary division offers students a dual-curriculum in general and Judaic studies. Students receive instruction in language arts, mathematics, science, and social studies, as well as in Bible and Hebrew. By fifth grade, all Judaic classes are conducted in Hebrew; most students graduate from the Academy fluent in the Hebrew. The elementary division also integrates into our curriculum a program of ethical and spiritual values, an appreciation of physical fitness and the cultural arts, and a strong sense of Jewish identity. Elementary students are presented with and adhere to the school's ideals from the moment they enter kindergarten: we want them to be inquirers, thinkers, communicators, and risk-takers-the fundamental characteristics of our lower school program.

The Academy shares a building facility with other Jewish agencies in the greater Kansas City area. The social hall, dining room and the gymnasium are communal areas for the Academy and the Jewish Community Center. A fully equipped theater is under construction and will be completed in fall 2005. The Academy has internet access in all classrooms and two computer labs equipped with PC's.

Our students and graduates repeatedly excel in countless arenas including academics, athletics and the arts. In the past three years, the Academy has graduated seniors to some of the most premier colleges and universities. We have enjoyed winning a national basketball championship as well as national recognition for the academic endeavors of both students and faculty. Just as important to us is the fact that Academy students and alumni have been consistently recognized for their service and leadership in Jewish and civic roles, both locally and nationally.

As the only Jewish day school in the Kansas City area, the Academy has a diverse student clientele. When we investigated curricular programs that might meet the varied needs of our student population, we found that the educational philosophy of the International Baccalaureate Organization and the methodological framework of the organization's Primary Years Program would allow us to further our institutional mission. Currently, our elementary division is implementing the Primary Years Program-a methodology based on a constructivist philosophy and which focuses on individualized instruction. With the Primary Years Program as our methodological foundation, our curriculum is designed to develop the individual talents of students by stressing the importance of inquiry-based and experiential learning. In keeping with this philosophy, students investigate their various subjects by formulating questions, and through research, experimentation, and observation, they articulate their own responses to these guiding questions. We find that such a methodology privileges critical thinking and creates independent, curious learners who are engaged in and responsible for their own learning. In creating these independent, creative learners, we have created a learning environment that emphasizes cooperation and teamwork. In an effort to diminish unhealthy competition, we refrain from assigning letter grades to student assessments until the fifth grade and we do not have an Honor Roll. Instead, we teach our students that the learning process is valuable in and of itself.

Part IV- Indicators of Academic Success

1. Assessment results in reading and mathematics.

To measure academic success and to assist in curricular programming, the Academy administers the Iowa Test of Basic Skills (ITBS) to students in grades three and five. The ITBS is a national test and is commonly used in the Midwest region of the country. In the Kansas City metro area, the ITBS is used by most public schools and many private schools, which allows us to make direct comparisons between our students' performance and the performance of students at peer institutions. The ITBS assesses students in reading comprehension, math, and language. In addition, fifth grade students are assessed in science, social studies, and reference skills. The test provides grade equivalencies and standard scores that provide general indicators as to a student's particular level of development.

The Academy's ITBS scores demonstrate that our students are achieving at superior levels and that they are competitive with students at the top schools in the nation. In 2004, for example, our third grade students scored in the 99th percentile in reading-scoring in the 99th percentile in both vocabulary and reading comprehension. Third graders also scored in the 99th percentile in language, receiving 90th percentile in spelling, 98th percentile in capitalization, 96th percentile in punctuation and 99th percentile in usage and expression. Third graders scored in the 99th percentile in mathematics when compared to other third grade classes across the nation, bringing their core total to the 99th percentile.

This year, our fifth grade students also performed in the superior to high-average range. Fifth graders scored in the 92nd percentile in reading, the 99th percentile in language, and the 99th percentile in mathematics, bringing their core total to the 98th percentile. These scores are comparable to scores our students have received in the past five years, with the majority of students consistently scoring in the superior to high range. According to these tests, students in the elementary division are performing above grade-level, sometimes two-to-three grades above the norm. COGAT (Cognitive Ability Test) score equivalents for fifth grade students in the verbal category place our students at the 6.5 grade level. In the comprehension and mathematics categories, fifth grade students operate at the seventh grade level.

2. How we use assessment data.

To measure academic success and to assist in curricular programming, the Academy uses ITBS in conjunction with other individualized tests to make decisions as to the best practice to adopt within the classroom and with individual students. Teachers use this data in concert with teacher anecdotes, parental input, and specialists' reports to determine if curricular modifications should take place and to establish if students need acceleration or remediation. The Academy also uses the Cognitive Ability Test (Cog At) in concert with the ITBS to target any disparities between student ability and achievement and to identify students in need of gifted services or remediation.

First and second grade students are assessed in reading proficiency using the Gates MacGinitie Reading Inventory. The results are tabulated as a percentile and as a "grade level" achievement score. Teachers use this data to identify students who need differentiation in their reading instruction.

The Academy also utilizes individualized testing by learning specialists to help school officials identify particular student needs. We frequently use the Peabody Individual Achievement Test (PIAT), the Kaufman Brief Intelligence Test (K-BIT) or the Wechsler Individual Achievement Test to target specific abilities or challenges amongst individual students. The results are used to develop and measure accommodation strategies for students as well as to substantiate placement of students into our gifted program.

3. How the school communicates student learning.

The Academy's elementary division formally reports student progress six times during the academic year. Each August, teachers contact the parents of students in their respective classes to learn parent perspectives of their child's academic performance and ability. Formal progress reports begin with telephone calls from teachers four weeks into the school year to brief parents on student progress. Students are assessed, in part, using the Primary Years Program's Student Profile which targets student attributes and characteristics such as "caring," "communication," "knowledgeable," "inquirer," "principled," "open-minded," "risk-taker," and "reflective." Parent/Teacher conferences are held in late fall and parents receive written and verbal feedback concerning progress. In the spring, students prepare portfolios of work to present to their parents. It is student's task to demonstrate their learning and progress during the year.

Results of standardized tests are shared with parents through individualized reports that are mailed home. These reports include individual percentiles and grade-level equivalency scores as well as a breakdown of correct answers in each subset.

Daily work is evaluated in diverse ways. Students are involved in the creation of rubrics for different projects and are given the opportunity to rate their own performance. Students also participate in class and small-group projects and presentations where parents and community members are invited to view the children's work.

4. How the school shares its successes with other schools.

The Academy is proud of the academic and intellectual achievements of our students. We share the results of student testing and other markers of their achievement with the community in various ways. All school administrators serve on various professional committees and are members of academic organizations where student achievement is the focus; our Head of School teaches at local universities and colleges where he uses our school as a model for academic success. Several of our faculty members also teach at local universities and use our students and their work as examples and models in their classrooms. Our academic successes are routinely communicated to our Board of Trustees and our parent community through Open House and Town Hall meetings. We also publish examples of student achievement through newsletters and on our website. Since we have adopted the Primary Years Program, we have received publicity through the local media, which has highlighted the academic strengths of our students as well as their commitment to service and their faith. Finally, our students travel throughout our local community serving as models for instruction; a recent group served as a model for classroom debate in one of our local university's teacher-training program.

Part V- Curriculum and Instruction

1. Hyman Brand Hebrew Academy Lower School Curriculum.

Because of the Academy's dual curriculum and its religious orientation, interdisciplinary instruction and integration of Jewish curricula is not only desirable-it is essential. All classes are aligned not only with Kansas state standards, but with the standards and expectations of national standards in each discipline and the requirements of the International Baccalaureate Program.

Language Arts: Kindergarten, first, and second grade students use the Open Court Reading program, which stresses phonemic awareness, phonics, and comprehension word knowledge. Third, fourth, and fifth grade students continue developing phonics and comprehension skills through daily reading and discussion of novels and short stories. Students are instructed in the five-step writing processand are evaluated using the 6-Trait writing model.

Mathematics: Our math curriculum teaches students to value math, to become confident in their mathematical ability, to become problem solvers and to communicate and reason mathematically. The elementary division uses the Everyday Mathematics Program, which stresses the importance of real world problems and practical solutions to mathematics instruction. Students are exposed to a variety of methods to solve problems and must discuss their thinking and reasoning behind their mathematical solutions.

Science: The Academy's science curriculum is based on the knowledge that both the process and product of scientific inquiry are important. Students are exposed to experiential learning methods and are challenged to relate concepts to "real world" issues in their environment and to link information to other disciplines. The science curriculum is supported by the AIMS (Activities to Integrate Science and Mathematics) books, Delta Science Kits, and the nationally recognized Earthworks Curriculum.

Social Studies: The Academy's social studies curriculum helps students understand the rights and responsibilities of the citizen. The social studies curriculum is integrated with language arts, visual arts, and technology, and teachers emphasize the interdisciplinary connections between all these subjects. The primary thrust of the social studies program is to develop in students an awareness of the needs and desires of local, state, and national communities as well as the impact of internationalism and globalism on their lives.

Bible: While the study of Torah (Bible) is taught as a separate subject, the teaching of ethics, values, and morality permeate the entire curriculum at the Academy. Students are exposed to Biblical texts and gain a familiarity with central personages and passages and learn archetypal structures that are key to the Jewish faith. Students also are exposed to doctrinal issues that are fundamental to their faith and learn to critically examine them. Students are also instructed in formal prayer and ritual activities.

Foreign Language: Students at the Academy begin foreign language instruction at the kindergarten level. The Hebrew language program practices *Ivrit B'Ivrit*-Hebrew in Hebrew. Students are immersed in the language in the early grades with the goal of producing conversational fluency while also developing students' reading, writing, and listening skills. A fundamental aspect of Hebrew instruction is to develop in students a familiarity with and commitment to the state of Israel.

Technology: Our students receive instruction in computer keyboarding and software such as Word, Excel and Powerpoint. The technology program views itself as an extension of the larger curriculum, and technology faculty work closely with their colleagues to show students how technology can enhance their learning. Technology standards and objectives are embedded in the curriculum of other disciplines, and all students and faculty are expected to use technology in their studies and presentations.

Fine Arts and Physical Education: These curricular areas provide students with opportunities to express themselves in ways outside the core disciplines. In Art, students are exposed to drawing, painting and sculpture. Students also participate in Music Appreciation and Choir. Students may also choose to take individual classes in instruments such as guitar, piano, or violin. Our Physical Education Program stresses healthy activity, movement, sportsmanship and nutrition. These disciplines demonstrate to our students the need for a balanced, well-rounded life.

2. The Academy's reading curriculum.

The Academy uses the Open Court Reading Program as an essential part of its reading instruction. Open Court integrates phonics, decoding skills, comprehension, and fluency with concepts and skills found in science and social studies. The program features systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Kindergarten and first grade students are grouped according to their instructional level, and teachers have the flexibility to move students to different groups depending on how rapidly they acquire fundamental skills. Students are also exposed to different genres of literature and are asked to develop print awareness through "read aloud" activities. As students enter the second grade, they begin to use novels and trade books for their basic reading instruction. Authentic texts are tied to the social studies and science curricula, thus allowing for integration of subject areas.

The Academy chose an integrated and interdisciplinary approach to reading is for two reasons. First, as a dual-curriculum school, we have to compact information and make efficient use of general studies class time. Secondly, and more importantly, we use our reading program to demonstrate to students the interconnectedness of ideas and the significance of these ideas to their personal experiences. Part of our reading program challenges students to reflect upon the information they have read and articulate to their peers and teachers their opinions about the material. We find that such discussions stimulate critical thinking and encourage creative thought. Our students begin developing analysis and synthesis skills early in their academic career-skills the Academy regards as essential to developing successful students and citizens in the 21st century. As demonstrated by our test scores and the subsequent academic success of our middle and upper school students, we believe we teach more than just reading; we also teach our students how to think, an essential component of The Academy's mission is.

3. The Academy's mathematics curriculum.

Just as our reading program strives to teach critical thinking and problem solving skills, our mathematics curriculum presents students with the concepts and skills to help them see the beauty, power, and importance of mathematics to their daily lives. The Academy's elementary division utilizes the Everyday Math program, which it adopted during the 2000-2001 school year. The program builds on fundamental mathematical strands such as numeration and order, measures and measurements, operation patterns and function, and sequences. This instructional method blends exposition and discussion with individual group work and projects, explorations, and investigations. Students do not perform rote drills or simply memorize tables or formulas; the focus of our program is on application and analysis. While students learn the formal rules and techniques of mathematics, they also learn how to use math in their daily experience. Teachers allow students to investigate questions rather than "work problems," thus encouraging them to be creative thinkers and problem solvers. Another important component of our mathematics curriculum is that students are allowed to work at their own pace. The program is student-centered and inquiry based, and teachers are trained to individualize and differentiate instruction within the classroom. Students are allowed to work to their own abilities, and they are not limited by grade-level distinctions or tracks. As in our reading program, our students' success in mathematics is demonstrated by our test scores and by their success in mathematics in the middle and upper schools. Most importantly, our student's success in mathematics demonstrates how we are meeting our school's mission to create independent, creative thinkers.

4. Different instructional methods used to improve student learning.

In keeping with our mission, the Academy believes that all children can be academically and intellectually successful if provided the appropriate instruction and support. In providing a student-centered and inquiry based curriculum, the Academy's faculty and staff believe that it is vital to differentiate instruction for students and to allow for the multiplicity of learning styles we face within our classrooms. To this end, our faculty members have designed curriculum around the development of essential knowledge and skills—also known as power standards. Students meet these power standards by generating questions in all units to allow them to direct and control a portion of their own learning. Students can design their own projects, create their own questions, or work at their own pace, all under the guidance of faculty members who are trained in differentiated instruction. With the assistance of our Enrichment and Learning Lab specialists, teachers identify students who might benefit from differentiated instruction and develop activities and projects that meet the needs of students with differing modalities of learning. Students with learning disabilities are accommodated through the use of Individual Action Plans (IAP) and 504 plans. These plans are managed by the Learning Lab or Enrichment specialists who work directly with teachers to modify or enhance the curriculum to best meet the needs of individual students.

Students who enter our elementary division after the first grade participate in our Ulpan Program, a Hebrew-intensive classroom that is specially designed to provide individualized instruction in Hebrew language. While our ultimate goal is to mainstream students into the regular Hebrew classroom, the Ulpan program allows students to immerse themselves in the Hebrew language at their own pace and exposes those students to fundamental language concepts necessary for their success in future language and religious classes.

5. The Academy's professional development program.

To demonstrate to our community that we are committed to the creation of life-long learners and to support the overall mission of the school, the Academy has developed an extensive professional and personal development program for its staff and faculty. Currently, we are providing extensive training for our staff in the International Baccalaureate Organization's Primary Years Program and its methodology. Over the past two years, we have sent a majority of our faculty and staff to training workshops and conferences to effectively bring the program to our institution. We also have committed financially to a five year plan that provides for training of all faculty in the Primary Years Program. Aside from our commitments to the International Baccalaureate Organization, we encourage and support, both in release time and financial aid, the educational development of our teachers. We provide opportunities for teachers to participate in workshops and conferences of their choice on a rotating basis, and we provide scholarship funds for those who wish to take undergraduate or graduate educational courses. We also provide specific leadership training opportunities and mentors -both in house and outside of school-for those who wish to move into administrative or support roles within the school. Finally, the school makes available to all staff the opportunity to enroll in the Melton Seminar, a course of study to expose faculty to the fundamentals of the Jewish faith, doctrine, and experience. The capstone event of the two-year course, which is underwritten by the Academy and its donors, is a two-week trip to Israel to visit the Holy Lands and to experience first-hand the sites and surroundings so important to the Jewish religion.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): ISACS (Independent Schools Association of the Central States), NAIS (National Association of Independent Schools, RAVSAK(The Jewish Community Day School Network) and PEJE (Partnership for Excellence in Jewish Education)
   (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes ___**X**___ No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

$8000	**$10000**	**$10000**	**$10000**	**$10000**	**$10000**
K	**1st**	**2nd**	**3rd**	**4th**	**5th**

4. What is the educational cost per student? **$12,777**
   (School budget divided by enrollment)

5. What is the average financial aid per student? **$5,368**

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **25%**

7. What percentage of the student body receives scholarship assistance, including tuition reduction? **51%**

Reporting Assessment Data in Reading and Mathematics

Iowa Test of Basic Skills
Form M Fall 1995 Norms
Riverside Publishing
Scores reported as percentiles

	2004-2005	**2003-2004**	**2002-2003**	**2001-2002**	**2000-2001**
Testing Month	October	October	October	October	October
Grade 5					
Reading	76	76	75	65	80
Math	84	85	84	82	87
Number of students tested	24	25	26	24	34
Percent of students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 3					
Reading	88	81	84	86	Not given
Math	96	93	89	89	
Number of students tested	24	15	28	23	
Percent of students tested	100	100	100	100	
Number of students excluded	0	0	0	0	